

# School Accountability Report Card Reported for School Year 2003-04

*Published During 2004-05*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	DeWitt Nelson High School	<b>District Name</b>	California Education Authority
<b>Principal</b>	John Pierce (A)	<b>Superintendent</b>	Tami McKee-Sani (A)
<b>Street</b>	7650 South Newcastle Road	<b>Street</b>	4241 Willamsborough Drive
<b>City, State, Zip</b>	Stockton, CA 95213-9014	<b>City, State, Zip</b>	Sacramento, CA 95823
<b>Phone Number</b>	(209) 944-6168	<b>Phone Number</b>	(916) 262-1500
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<b>E-mail Address</b>	<a href="mailto:jpierce@cya.ca.gov">jpierce@cya.ca.gov</a>	<b>E-mail Address</b>	<a href="mailto:tmckeesani@cya.ca.gov">tmckeesani@cya.ca.gov</a>
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## School Description and Mission Statement

DeWitt Nelson High School (DWNHS) is the educational component of DeWitt Nelson Youth Correctional Facility (DWNYSF) that houses an all-male population of juvenile offenders remanded by the California Juvenile Court. Ranging in age between eighteen (18) and twenty-five (25) years, wards are provided with academic/vocational and treatment programs to develop skills needed to become productive citizens upon their release from incarceration.

DWNYSF currently houses approximately 435 wards, of which approximately 200 are currently enrolled in educational programs. The remaining population is comprised of wards having met GED and High School Graduation requirements. As a WASC accredited secondary school, DeWitt Nelson High School focuses on providing academic and vocational training that are aligned with California's Education Standards. In addition, wards are presented with opportunities to participate in the development of employability skills, victim awareness, finance and treatment in dealing with chemical dependency.

DWNHS's Mission Statement includes: "...commitment to provide students with a high school education; ...respect the rights and property of others; choose behaviors which promote a healthy mind and lifestyle; develop thinking skills, demonstrate pro-social behaviors, exhibit personal growth and learning through a cooperative therapeutic community.

The Mission Statement of the California Education Authority (CEA): "The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner."

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	John L. Pierce	<b>Contact Person Phone Number</b>	(209) 944-6273
As an integral component of a Correctional Institution, DWNHS students are encouraged to maintain contact with their respective family members. To promote this, students who have met all of their high school graduation and/or GED requirements are permitted to invite five family members to attend DWNHS's annual graduation ceremony. Wards are also permitted to have family visits on Saturdays and Sundays in accordance with California Rules and Regulations, Title 15 and Youth Authority policy. A Foster Grandparent Program and M-2 program provide surrogate services for students who do not have family contact on a regular basis.			

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten		Grade 9	10
Grade 1		Grade 10	51
Grade 2		Grade 11	57
Grade 3		Grade 12	65
Grade 4		Ungraded Secondary	0
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Ungraded Elementary		Total Enrollment	184

### Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	52	28	Hispanic or Latino	87	47
American Indian or Alaska Native	2	1	Pacific Islander	1	(-)1
Asian	7	4	White (Not Hispanic)	33	18
Filipino	2	1	Multiple or No Response	0	0

## II. School Safety and Climate for Learning

### School Safety Plan

Date of Last Review/Update	March, 2004	Date Last Discussed with Staff	March, 2005
DeWitt Nelson High School personnel are required to check their personal alarms daily and participate in a monthly "Safety Break" as part of an on-going Health and Safety Program. In addition, education staff is mandated to follow all safety procedures in reference to work related accidents. School security monitors student movement and students are under direct observation by staff. School personnel are not permitted to meet with a single student, rather, a minimum of two or more students must be present. In addition to personal alarms, all classrooms are equipped with an inter-com system.			

### School Programs and Practices that Promote a Positive Learning Environment

A school leadership committee meets monthly to review programs and issues that relate directly to the delivery of educational services to wards assigned to DeWitt Nelson High School. A dialogue between teachers and students is achieved through student participation as members of the Student Council. In addition, students are participants in WASC focus groups and have the opportunity to meet with members of the accreditation team. DeWitt's curriculum is designed to meet California State graduation standards and is enhanced to provide career and post high school educational opportunities through correspondence courses administered through Coastline Community College.
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### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular

type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	0	0	0	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Rate of Suspensions</b>	0	0	0	0	0	0
<b>Number of Expulsions</b>	0	0	0	0	0	0
<b>Rate of Expulsions</b>	0	0	0	0	0	0

### School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair.

Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The school physical plant is located within the DeWitt Nelson Youth Correctional Facility, which is part of the Northern California Youth Correctional Facility and is comprised of two other sites: O.H. Close Youth Correctional Facility and N.A. Chaderjian Youth Correctional Facility. The complex's plant operations staff maintains all sites. Issues relating to plant maintenance are forwarded to the plant operations supervisor and the needed repairs are scheduled. Although the DWN facility is more than 40 years old, the facility is relatively clean, but is subject to periodic breakdowns in the infrastructure (i.e., restrooms, plumbing, electrical and heating systems).

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>English-Language Arts</b>	0	1	6	3.6	4.4	5.8	32	35	36
<b>Mathematics</b>	-	0	4	3	6	2.5	31	35	34
<b>Science</b>	-	8	0	2	4.3	2.5	30	27	25
<b>History-Social Science</b>	8	5	8	6.6	2.9	4	28	28	29

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
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<b>English-Language Arts</b>	0	-	-	-	4	-	-
<b>Mathematics</b>	-	-	-	-	8	-	-
<b>Science</b>	-	-	-	-	-	-	-
<b>History-Social Science</b>	0	-	-	-	7	-	-

### CST – Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>English-Language Arts</b>	6	NA	0	-	3	0	4	NA
<b>Mathematics</b>	4	NA	-	7	0	-	5	NA
<b>Science</b>	0	NA	-	-	-	-	-	NA
<b>History-Social Science</b>	8	NA	4	-	3	0	3	NA

### Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Reading</b>	---	19	22	13	9.47	8.24	---	43	43
<b>Mathematics</b>	---	9	9	7	6.6	6.6	---	50	51

### NRT- Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>Reading</b>	0	-	-	-	9	-	-
<b>Mathematics</b>	0	-	-	-	4	-	-

### NRT- Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
<b>Reading</b>	22	N/A	8	-	21	3	25	NA
<b>Mathematics</b>	9	N/A	4	-	4	0	3	NA

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
K									
1									
2									
3									
4									
5									
6									
7									
8									
9	31	29	29	17	7	11	25	36	11
10	45	55	43	24	32	27	41	36	27
11	60	65	64	45	49	44	67	51	44
12	73	80	79	64	63	65	66	79	65

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	N/A	N/A	N/A				24.8	26.7	22.9
7	N/A	N/A	N/A				29.1	31.3	27.0
9	5	N/A	5	14.9		14.9	26.3	25.3	27.2

## Academic Performance Index (API)

**NA**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

### Schoolwide API

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested				Percent Tested			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

As a Correctional Facility, DeWitt Nelson High School does participate in API. As an Alternative School, data is found in the Alternative School Assessment Model (ASAM).

### API Subgroups – Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

### API Subgroups – Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From	From	From

					2001 to 2002	2002 to 2003	2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		

Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---			---		
African American	---			---		
American Indian or Alaska Native	---			---		
Asian	---			---		
Filipino	---			---		
Hispanic or Latino	---			---		
Pacific Islander	---			---		
White (not Hispanic)	---			---		
Socioeconomically Disadvantaged	---			---		
English Learners	---			---		

Students with Disabilities	---			---		
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## Average Class Size and Class Size Distribution

## Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002				2003				2004			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.5	1			13.7	1			15	1		
Mathematics	12.9	2			15.2	2			14	2		
Science	17.7	1			14.7	1			18	1		
Social Science	18.0	1			16.0	1			18	1		

## Class Size Reduction

California's K-3 Class Size Reduction Program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002	2003	2004
K			
1			
2			
3			

## VI. Teacher and Staff Information

### Core Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that **all** teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0%	---
All Schools in District	---	
High-Poverty Schools in District	---	
Low-Poverty Schools in District	---	

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	22	25.3	25
<b>Teachers with Full Credential</b>	22	25.3	25
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>1Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	0
<b>Total Teacher Misassignments</b>	---	---	0

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	4	2
<b>Master's Degree plus 30 or more semester hours</b>	31	23
<b>Master's Degree</b>	4	12
<b>Bachelor's Degree plus 30 or more semester hours</b>	31	38
<b>Bachelor's Degree</b>	4	6
<b>Less than Bachelor's Degree</b>	27	19

## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	1

## Teacher Evaluations

The school administrator evaluates all personnel a minimum of one time each year. Each staff submits an Individual Training Plan (ITP) that becomes part of the annual assessment. Each teacher is evaluated using the same criteria (rubric), observing methodologies in the delivery of educational services, management systems, and compliance relative to mandated curriculum standards. Upon completion, a meeting is held with the staff member to discuss the rating and reasons for the specific rating.

## Substitute Teachers

Generally, substitutes at DeWitt Nelson High School are drawn from a pool of retired former employees (Retired Annuitants). These are credentialed personnel and have previous experience teaching in a correctional setting. For the most part, these individuals serve to replace regular staff who are absent due to medical leave and scheduled vacations since DeWitt Nelson High School has a year-round educational program.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	0
Librarian	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	2
Other (paraprofessional- teaching assist.)	3

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

## VII. Curriculum and Instruction

### School Instruction and Leadership

DeWitt Nelson High School Leadership team meets regularly to review curriculum objectives, student assessment, and identify areas for staff training. DNHS has attained accreditation from the Western Association of Schools and Colleges (WASC). As a team they chair WASC Focus and Home Groups to ensure that the adopted Action Plan for the delivery of educational services is implemented. Changes such as the inclusion of technology and budget needs are discussed, providing the administration with the necessary information to meet their needs and the needs of the student population.

### Professional Development

All education personnel are afforded opportunities to participate in local, district and state professional improvement training, including annual CASAS assessment, ESEA and Special Education seminars/conferences. In addition all personnel submit an Individualized statement outlining their specific educational goals related to their specific discipline/duties.

### Quality and Currency of Textbooks and Other Instructional Materials

Current textbooks being used at DeWitt Nelson High School have been selected to meet and/or exceed high school graduation requirements as set-forth by the state. In addition, literacy programs (High Point and Holt) support students in meeting all required requirements.

## Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Standard Texts/Literacy meet current population needs.
Mathematics	Standard Texts available
Science	Standard Texts available
History/Social Science	Standard Texts available
Foreign Language	N/A
Health	0
Science Laboratory Equipment (grades 9-12)	N/A

## Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	64,800	64,800
10	64,800	64,800
11	64,800	64,800
12	64,800	64,800

## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	244	180 days
10	244	180 days
11	244	180 days
12	244	180 days

## Total Number of Minimum Days

For the fiscal year, 2003-2004, DeWitt Nelson had 30 minimum days.

## VIII. Post-Secondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	0	0	0
Computer Science	0	0	0
English	0	0	0
Foreign Language	0	0	0
Mathematics	0	0	0
Science	0	0	0
Social Science	0	0	0

### Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled in Courses Required For UC and/or CSU Admission	Percent of Students Enrolled in Courses Required For UC and/or CSU Admission
0	0	0

### Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number Of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
0	0	0

### SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment									
Percent of Grade 12 Enrollment Taking Test	0	0	0	0	0	0	0	0	0
Average Verbal Score	0	0	0	0	0	0	0	0	0
Average Math Score	0	0	0	0	0	0	0	0	0

### College Admission Test Preparation Course Program

DeWitt Nelson High School does not have a college admissions preparation course.

## Degree to Which Students Are Prepared to Enter Workforce

DeWitt Nelson High School offers classes in vocational education/career vocational programs such as: Mill & Cabinet, Welding, Computer Electronics (Cisco Networking), and Landscaping/Horticulture. Also, Keyboarding is offered. Components such as employability skills relate to their specific vocation program. Trade Advisory Council (TAC) provides updates and current trends in specific vocational fields, providing a bridging of business, industry and education through periodic guest speakers.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
326	0	0	0	0	0	0

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code Section 41409*. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,860.00	48,450.00
Mid-Range Teacher Salary	58,656.00	67,452.00
Highest Teacher Salary	67,512.00	86,454.00
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	77,772.00	90,200.00
Superintendent Salary	106,248.00	128,194.00
Percent of Budget for Teacher Salaries	95%	
Percent of Budget for Administrative Salaries	!%	

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars Per Student (ADA)	Dollars Per Student (ADA)
\$46,595,000.00	0	0	0

## Types of Services Funded

Title 1/ESEA - Neglected and Delinquent  
Title 3/ELL  
Carl Perkins/Part A - State Leadership  
Carl Perkins/Part B - Secondary Education  
Workforce Investment ACT – Adult Education, Family Liteacy  
Special Education/IDEA Part B  
Library-Media Program  
Prop 98/General Fund